### Grades 1-3
*Creating and Presenting:* apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings.

| Name | is able to create many different pieces of art. [He/She] effectively used elements such as colour, line, and texture when creating [his/her] [specific example, such as tempura painting of a dinosaur]. | often needs encouragement to create pieces of art, giving thought towards colour, line, texture and other elements. [Name] would benefit from opportunities to create simple art works at home and receive positive feedback on the results. |

| Name | is able to create many different pieces of art. [He/She] effectively used elements such as colour, line, and texture when creating [his/her] [specific example, such as tempura painting of a dinosaur]. | often needs encouragement to create pieces of art, giving thought towards colour, line, texture and other elements. [Name] would benefit from opportunities to create simple art works at home and receive positive feedback on the results. |

### Grades 4-5
*Creating and Presenting:* apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings.

| Name | effectively uses elements of design (e.g., shape, colour, texture) to communicate ideas in [his/her] art work. For example, [he/she] used [specific evidence, such as bold colours and lines to create emphasis] in [his/her] [specific task, such as climate change poster]. | is encouraged to practice drawing simple arrangements of interesting household objects (e.g., a pair of gloves and a hat, or three pieces of fruit) to improve [his/her] drawings of overlapping objects from different points of view. |

### Grades 7-8
*Creating and Presenting:* apply the creative process to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies.

| Name | produces effective two- and three-dimensional works of art. [His/her] creation of [specific evidence, such as a sculpture, painting or multi-media art work] along with [his/her] written reflection on it, showed [Name’s] ability to communicate feelings, ideas and understandings through a work of art. | produces two- and three-dimensional works of art; however, [he/she] has difficulty communicating the feelings and ideas behind them. Review of class notes on a regular basis would help [Name] remember terms and concepts (e.g., the elements). Viewing art (e.g., in books, on websites or at galleries) and discussing the possible meaning of these works may help [Name] appreciate and understand more about visual art. |

### Grades 1-3
*Reflecting, Responding, and Analysing:* apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences.

| Name | has begun to critically analyse pieces of art and express [his/her] feelings in response to them. [She/he] demonstrated this [specific task, such as by reflecting on Monet’s "Waterlilies"]. | is encouraged to provide more detailed feedback to [his/her] peers, using the respectful phrases practiced in class. |

### Grades 4-6
*Reflecting, Responding, and Analysing:* apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences.

| In our study of [specific topic, such as sculptures from various cultures], [Name] was able to identify and describe the themes or feelings conveyed in various examples. | is encouraged to provide more detailed feedback to [his/her] peers, using the respectful phrases practiced in class. |

### Grades 7-8
*Reflecting, Responding, and Analysing:* apply the critical analysis process to provide comprehensive responses to works of art and art experiences. [He/she] described the values [he/she] could improve [his/her] reflections by including at least three points in each journal entry.
communicate feelings, ideas, and understandings in response to a variety of art works and art experiences. | believed were represented in a variety of works of art. | [Name] could improve [his/her] analysis of works of art by making connections to things [he/she] knows well, such as [specific example depending on the interest of the student]. |

**Grades 1-3**  
*Exploring Forms and Cultural Contexts:* demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts. | Through class discussions and tasks it is evident that [Name] understands different art forms such as sculpture, printmaking, painting, and collage. |

**Grades 4-6**  
*Exploring Forms and Cultural Contexts:* demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts. | [Name] is able to describe how certain art works reveal the artist’s attitude towards specific issues or events. For example, in [specific task, such as an “art talk” on Joane Cardinal-Schubert’s “Pow Wow Dream”] [he/she] showed understanding of how this [painting] expresses [a joyful attitude towards the tradition of gathering for a pow wow]. | [Name] could improve [his/her] appreciation of how art contributes to our culture by identifying examples of two- and three-dimensional art works displayed in our community and suggesting their impact on the people who see them. |

**Grades 7-8**  
*Exploring Forms and Cultural Contexts:* demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts. | [Name] created [specific evidence, such as a movie using Frames in which the plot spanned three decades] that demonstrated an understanding of art forms and historical contexts.  
After viewing a variety of art works focused on the theme of [specific theme, such as war, family, love], [Name] described how, and suggested possible reasons why, this theme has changed over several decades. |